

# Documents on Diplomacy: Lessons

## No Search for Monsters to Destroy: Revolutions in South America

*"But she [the United States] goes not abroad in search of monsters to destroy."*

*John Quincy Adams, July 4, 1821*

### Standard:

- I. Culture
- III. People, Places, and Environments
- VI. Power, Authority, and Governance
- IX. Global Connections
- X. Civic Ideals and Practices

### Grade Level:

9–12

### Objectives:

The student will:

- Analyze the Latin American revolutions from the U.S. perspective
- Determine themes that emerge from specific U.S. documents
- Evaluate future outcomes when compared to earlier documents

### Time:

1 class period

### Materials:

Documents: **1818** *The Emancipation of South America*  
**1821** *No Search for Monsters to Destroy*  
**1821** *"The Happy Revolution"*

Resources: *Map of South America (1821)*  
*Blank Outline map of South America*

Exercises: *Assessment and a Shield*

### Procedures:

- 1.** Have students read the document, *No Search for Monsters to Destroy*.  
Questions:
  - a.** What does J.Q. Adams mean by the phrase, "But she goes not abroad, in search of monsters to destroy?"
  - b.** Summarize the message he delivered July 4, 1821.
- 2.** Divide the class into two groups. Assign one group the document, *The Emancipation of South America*, a famous speech by Henry Clay. The other half of the class will receive the document, *"The Happy Revolution."* Have students work independently.
- 3.** Provide the exercise, *Assessment and A Shield*. Students should assess the quotes in Section 1 as they read.

4. Discuss their summaries of each document.
5. Pair students to work on the remainder of the exercise. Be sure the pairs have read the same document.
6. Move to Section 2 of the exercise. Follow the stated directions.
7. Share the shields with class. Discuss the similarities and difference of the students' work.
8. Finalize the lesson with "adjectives." The writers of these documents were quite verbose and flamboyant in their descriptions. Have students—without revisiting the documents—provide adjectives that describe the authors' views of the United States and Latin America. List their suggestions on the board. What is the final "assessment" of the tone and mood of the authors during these revolutions to the south?

Extension Activities:

1. Provide students with the map of South America in 1821. Use the document, *The Emancipation of South America*. Locate the paragraph in which Henry Clay provides a geographic journey of the continent. Have students locate the names provided by Clay on the map of South America. Using a map of modern South America, trace the boundaries of current countries where larger regions once existed.

If time permits, label the countries with the names of the countries and their dates of independence. How do these dates compare to the times when Clay and others were writing about the revolutions in South America? ■